EAB

Mental Health's Role in College Decision-Making

Insights from a National Survey of High School Students and Six Recommended Actions for Enrollment Leaders

Enroll360

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Executive Summary

Key Takeaways for Enrollment Leaders from EAB's Student Mental Health Survey

1 First, it is evident that mental health plays a pivotal role in high schoolers' decisions to pursue higher education. Our findings underscore the profound impact of mental health on students' perceptions of college and their readiness to embark on this journey.

2 Second, the college search process itself is fraught with challenges exacerbated by mental health concerns. Students navigating this process often face heightened stress and anxiety, with various aspects of the search compounding these mental health struggles.

3 Last, our survey highlights a crucial trend: mental health services have emerged as a significant factor in students' decision-making process, and prospective students are evaluating colleges based on the mental health supports they provide, signaling a shift in priorities and preferences among college-bound individuals.

Actions Enrollment Leaders Can Take to Address These Challenges

Recognize Mental Health's Impact on Enrollment

Generally, it's essential to recognize that mental health is influencing—and will continue to influence—many high schoolers' choices about college, from whether they should attend in the first place to where they ultimately want to enroll.

See pages 10–11, 14, 20

Streamline Application Processes

Simplify application procedures to reduce stress and friction for students. Consider adopting application-aggregator platforms, implementing direct admissions programs, and offering clear test-optional policies.

See pages: 15–16, 18

Provide Comprehensive Guidance

Offer extensive guidance to help students and families navigate the college search and application process. Provide transparent information about financial aid, support programs, and campus culture to ease decision-making.

See pages: 15–17

Market the Mental Health Services You Provide

An array of mental health supports is a competitive advantage in today's market. Advertise them prominently to prospective students on your website, college search platforms such as Appily or Naviance, and other communication channels.

See pages: 20–21, 26

Tailor Marketing Messages to the Needs of Your Audience

Promote a range of on-campus and on-demand support services but customize your communication strategies to address the emerging preferences and the varied mental health needs of the different student populations in your audience.

See pages: 17–18, 20–22, 24–26

Extend Certain Mental Health Supports to Prospects

Explore opportunities to provide direct support to prospective students, such as hosting therapist-led webinars. These initiatives can aid students and showcase the institution's commitment to mental health support.

See pages: 26

Survey Overview

SECTION

1

Understanding Mental Health's Impact on College Decision-Making

In recent years, the increasing prevalence of mental health challenges among young people, often attributed to social media and exacerbated by the global pandemic, has become a significant concern.[1] Our own student surveys at EAB have highlighted how these issues increasingly influence adolescents' decisions about attending college.

Given the magnitude of these challenges and their enduring impact, it's imperative to consider how enrollment teams can address them in the recruitment process. EAB therefore set out to learn more about these challenges and how they impact students' decisions to go to college after high school.

We surveyed nearly 6,000 high school students in grades 9–12 through our Appily platform on topics including daily stress and anxiety levels, support mechanisms, how mental health is affecting the college search process, and specific drivers of stress and anxiety when considering college.

The following pages will show the specific challenges and implications associated with mental health concerns in the context of college decisions.

Percentage of US Adolescents and Adults with Major Depression in the Last Year
2005 to 2021, from the National Survey of Drug Use and Health

Youth mental health issues have been rising steadily since as far back as 2012

Legend:
- 12 to 17
- 18 to 25
- 26 to 34
- 35 to 49
- 50 to 64
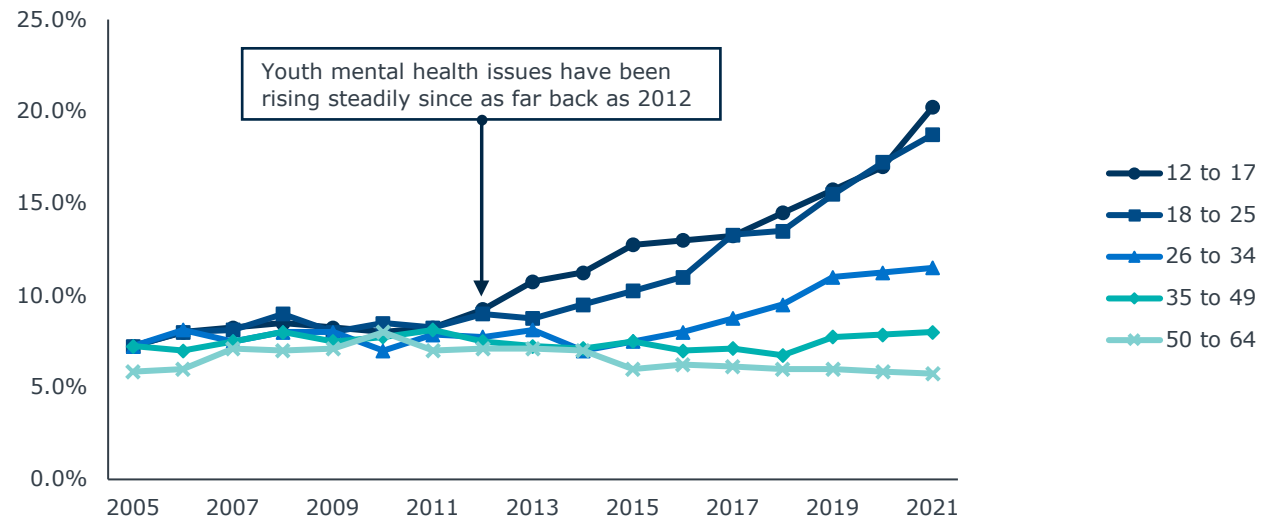
Share of Students Naming "Not Mentally Ready" as Their Reason for Opting Out of College
EAB Communication Preferences Survey

2019 — 14%
2021 — 14%
2023 — 22%

Youth mental health issues are increasingly impacting an already fragile enrollment landscape
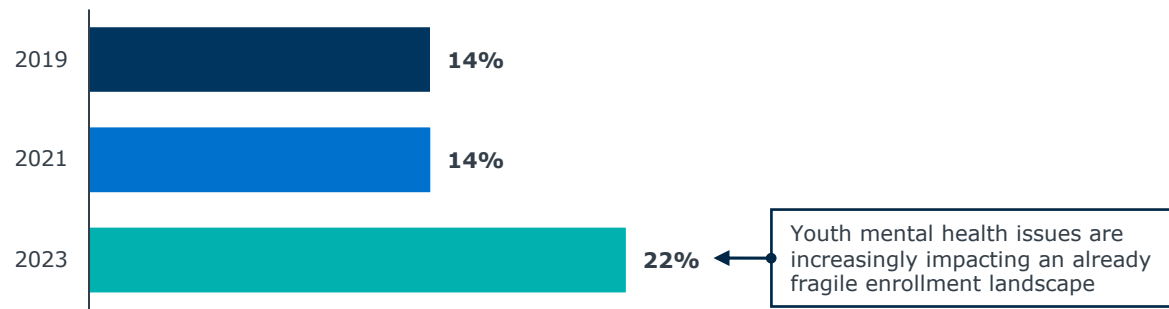
1) *Generations: The Real Differences Between Gen Z, Millennials, Gen X, Boomers, and Silents—and What They Mean for America's Future* by Jean Twenge, PhD (2023).

Source: National Survey of Drug Use and Health, EAB Communication Preferences Survey.

eab.com

Appily's Mental Health Survey

Overview of Participating High School Students

First-Generation Status

24%

76%

■ Non-First Generation

■ First-Generation

Gender Identity

8%

22%

70%

■ Female

■ Male

■ Other

Race and Ethnicity

6%

13%

52%

21%

22%

■ White

■ Hispanic

■ Black

■ Asian

■ Other

Household Income

22%

42%

36%

■ <$60,000

■ $60,000 to $120,000

■ >$120,000
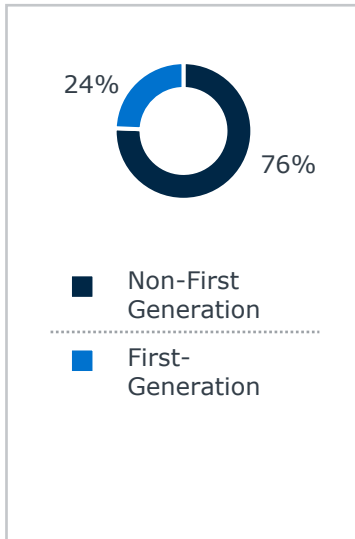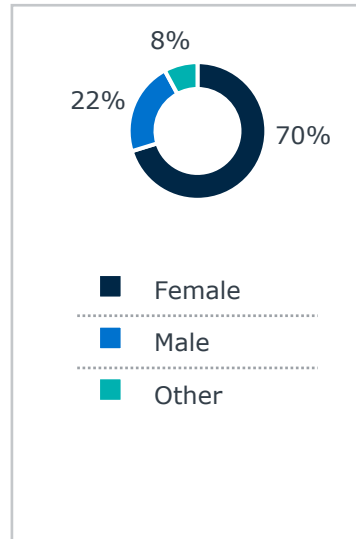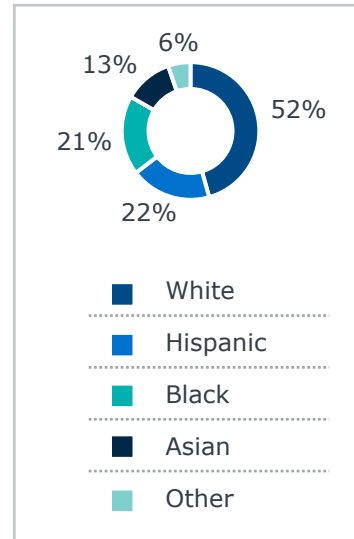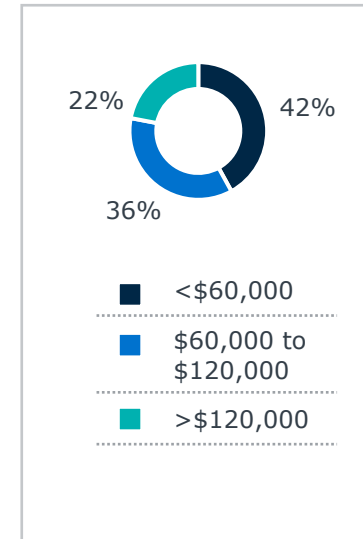
5,866
participating high school students

Data gathered
September 2023

Mental Health's Influence on Whether to Go to College

SECTION

2

Mental Health Both Directly and Indirectly Affects College-Going

The first result of the survey that stands out from an enrollment perspective is that, of those surveyed, not everyone was considering college after high school. The tendency for high school graduates to not pursue higher education, which we at EAB refer to as "nonconsumption," has grown in the past decade.[1] These results illustrate a variety of reasons students gave that contribute to this trend, from affordability, work commitments, and family duties to concerns about fit or program availability.

Importantly, mental health emerges as a prominent factor, with 28% of surveyed students citing mental health problems as a primary reason for not considering college. It's important to note that many of the other stated reasons for not going to college are either directly or indirectly connected with mental health. The perceived stress induced by planning for college has a clear and direct connection, but as we will see later in the survey, issues such as grades and affordability are also leading to increased mental health challenges for many current high schoolers.

Why are you considering not going to college immediately after high school?
Asked of students who are either unsure or not going to college
n = 435

Reason	Percentage
Unsure if I can afford it	54.0%
Other	34.7%
Need to work	30.3%
Mental health challenges	28.0%
College is too stressful	18.9%
Family responsibilities	15.9%
Don't think I belong or would fit in	14.3%
Grades aren't good enough	12.6%
Not worth the cost	11.0%
Program of interest is not offered	7.6%
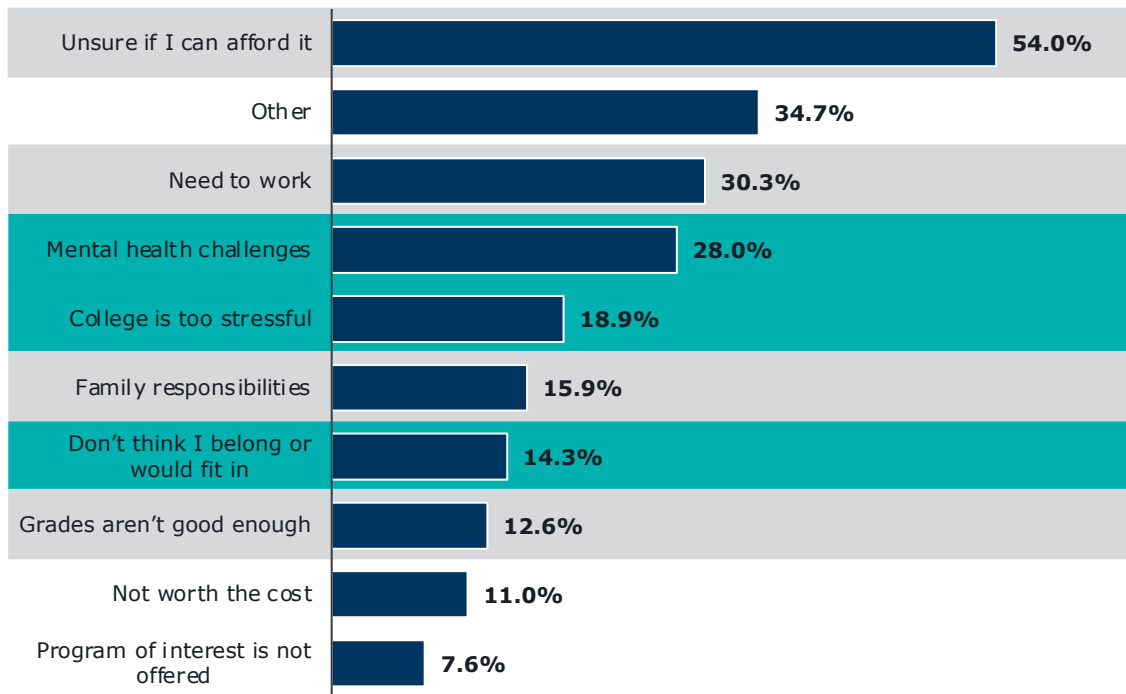
Mental health *directly* affects college-going

Other reasons that exacerbate mental health[2]

Responses from Those Citing "Other" for Not Considering College Immediately After High School (Number in Parentheses Shows the Percentage of All "Other" Responses

Gap year/break (32.9%)	Major/courses (10.3%)
Church mission/missionary work (18.5%)	Trade school/community college (8.9%)
Unsure (17.1%)	Work (6.9%)

1) https://eab.com/resources/blog/enrollment-blog/uncover-hidden-threats-past-enrollment-trends/.
2) As we will see in this paper, student mental health is negatively affected by these factors too, which further affects students' decision to go to college, their college search, and the school they choose.

Source: EAB research and analysis.

Clear Disparities in the Extent That Mental Health Affects College-Going

While nearly a third of all surveyed high school students said that concerns about mental health impacted their decision to delay or forgo college enrollment, it is noteworthy that some student groups are impacted much more—especially transgender, nonbinary, and Black students. Recent reports[1] have highlighted the intricate link between discrimination and student mental health. Students of color, LGBT students, and those from other underrepresented groups experiencing discrimination often exhibit more severe mental health symptoms than their peers, underscoring the importance of understanding these dynamics.

These demographic factors, often considered in the context of student success, demand attention from enrollment leaders as well. After all, the data reveal that challenges in mental health disproportionately affect groups that are not only growing in enrollment, such as women and Black students,[2] but also communities for whom growth has historically been challenging, (e.g., Native American students). Addressing mental health concerns emerges not just as a moral imperative but as a strategic opportunity for enrollment offices to appeal to a broader market.

Mental Health Challenges as a Reason for Not Pursuing College Immediately After High School, by Gender and Race/Ethnicity
n = 435

Average: 28.0%

Category	Value
Transgender	54.2%
Nonbinary	53.3%
Female	30.1%
Male	17.2%
Black	33.0%
Native American	30.0%
White	27.7%
Hispanic or Latine	22.9%
Asian	20.0%

Legend: ■ Gender ■ Race and Ethnicity
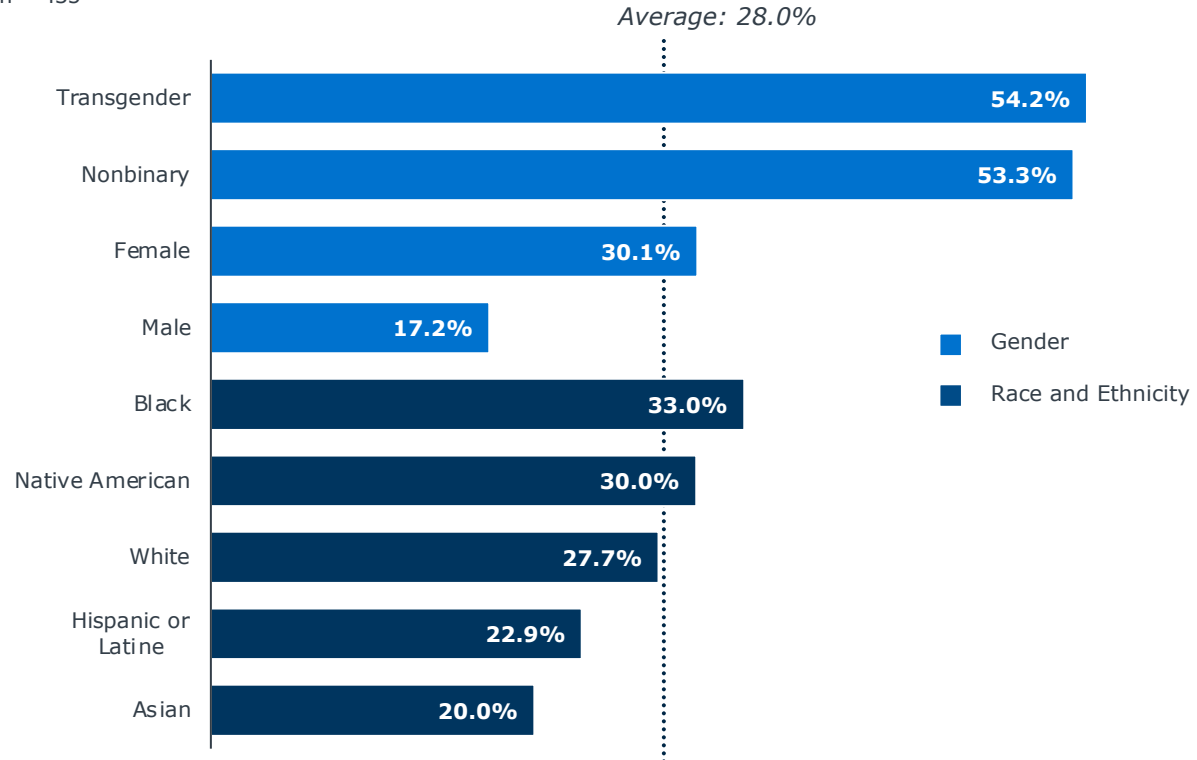
> **Compounding Impacts**
>
> "There's a profound relationship between discrimination and increased distress, social isolation, and suicidal thoughts"[1]
>
> *Brett Scofield*
> *Executive Director of the Center for Collegiate Mental Health*

1) https://www.chronicle.com/article/colleges-need-to-understand-the-link-between-discrimination-and-student-mental-health-report-says.
2) https://nscresearchcenter.org/current-term-enrollment-estimates/.

Source: EAB research and analysis.

eab.com

![EAB logo]

Mental Health's Impact on the College Search

SECTION

3

Mental Health Challenges Affect Most College-Bound High Schoolers

The results of our survey show that mental health challenges are not isolated to a subgroup that is unsure of college—it significantly affects those actively conducting a college search as well. Shown on the right, we see an overwhelming majority of high schoolers surveyed (85%) report feeling nervous, anxious, or unable to stop worrying at least a few days a week, with over half (59%) feeling that way most days. Breaking it down further, these feelings are experienced most days among females (63%), nonbinary (81%), and trans (82%) youth, as well as Native American (69%), Hispanic (63%), and first-gen students (65%).

Similar proportions emerged when students were asked how concerned they are about their mental health, with a large majority reporting that they're concerned about their mental health to at least some degree (81%), but more than half surveyed (52%) report feeling moderately to extremely concerned about their mental health. Concern is higher among the same demographics subgroups as well.

As we will see, these feelings make the college search process harder for large numbers of students too.

Over the past two weeks, how often have you felt nervous, anxious, or unable to stop worrying?
n = 5,582

Nearly every day	28.6%
More than half the days	30.2%
Several Days	25.8%
Not at all	15.5%

58.8%

84.6%
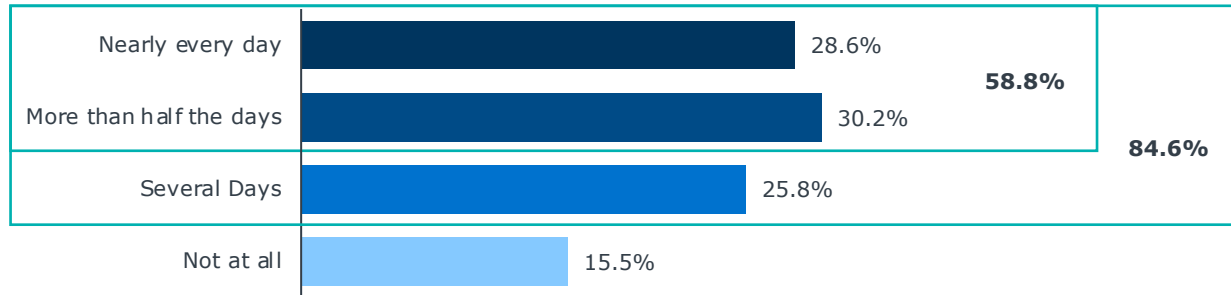
How concerned are you about your mental health?
n = 5,582

Very or extremely concerned	20.8%
Moderately concerned	31.3%
Slightly concerned	28.8%
Not concerned at all	19.1%

52.1%

80.9%
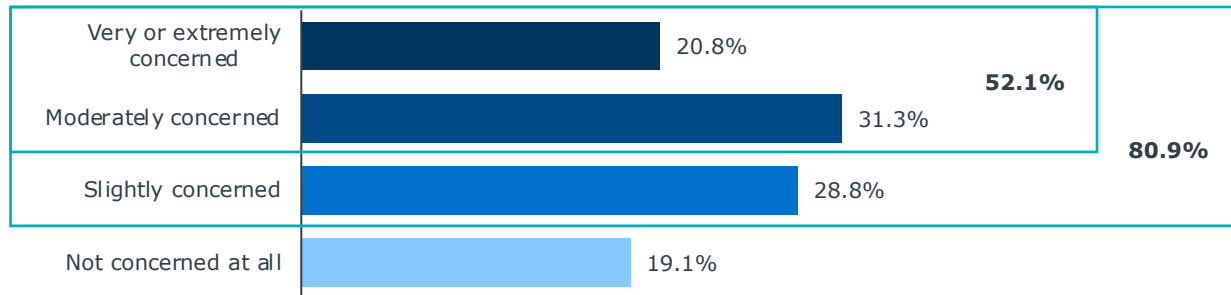
"
"These feelings make me shut down and not want to do any work, like applying for college or studying for tests I need for college. It also makes it hard to concentrate on the work I try to do."
"

Source: EAB research and analysis.

eab.com

A Feedback Loop of Stress and Anxiety in the College Search Process

Among those who reported feeling nervous, anxious, or worried within the past two weeks, a substantial portion acknowledged that these feelings directly affected their college planning in one or more ways. However, what's particularly striking is that nearly half (43%) indicated that the college search and planning process increases their anxiety and stress. Given that such feelings can ultimately dissuade prospective students from pursuing college altogether, it's evident that this issue demands immediate attention from enrollment teams.

Fortunately, while the largest impacts of mental health on college planning listed here are generalized and slightly intangible (e.g., increased anxiety or stress), others shed light on specific pain points students encounter during the search and application process. These include difficulty completing applications, time constraints, and concerns about affordability. Though these specific impacts are less pervasive, exploring these results further can provide valuable insights into how enrollment teams can support the numerous students who feel overwhelmed by this process, ensuring they are equipped with the resources and assistance needed to pursue higher education.

How do these feelings impact planning for college and your future, if at all?

Asked of students who have felt nervous, anxious, or worried within the past two weeks
n = 4,789

Category	Percentage
Increased anxiety	42.8%
Increased stress	25.9%
Difficulty completing applications	15.9%
Feeling the overall process is difficult	10.0%
Not having enough time	8.8%
Experiencing overwhelm	8.3%
Concerned with cost and affordability	8.0%
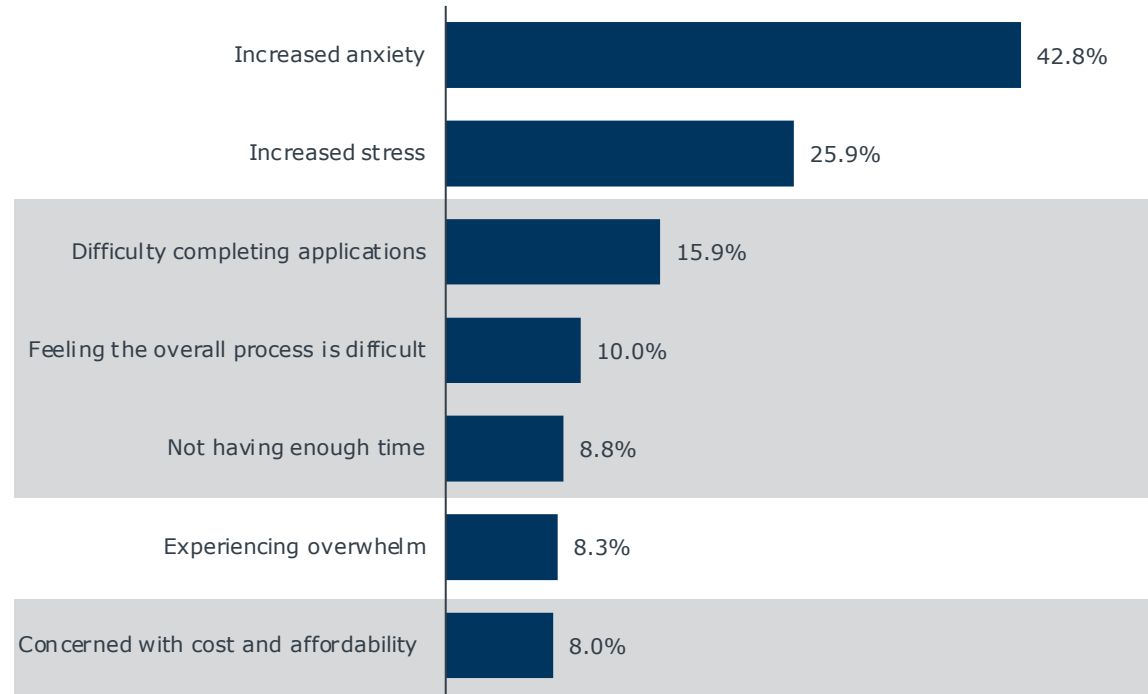
Pain points in the college search process

> " "These feelings impact planning for college and my future because it can either discourage me or encourage me when I want to increase my education." "

Source: EAB research and analysis.

eab.com

Identifying and Addressing Specific Stressors in College Search

When asked what specifically about the college search is most stressful, a large plurality of respondents marked affordability as their main stressor. However, this is followed by a broad and somewhat even distribution of things that include different aspects of the application process and personal challenges. Among these, enrollment leaders can either directly influence certain factors or provide valuable information to prospective students to minimize friction.

Directly Controllable Aspects:
This category encompasses aspects of the college search process that institutions have direct control over and can actively improve. For instance, simplifying the application process or establishing clear test-optional policies can mitigate stress for applicants.

Opportunities to Communicate Relevant Information:
In this category, schools can offer additional guidance, resources, or transparency to alleviate stress and anxiety. This includes providing up-front information about likely net costs to address concerns about affordability, offering guidance on applying for financial aid, and outlining the academic preparation required for college.

Which part of the college search process is most stressful or causes the most anxiety for you?

Choose one
n = 5,776

Category	Percentage
Thinking about costs and affordability	29.3%
Making the right choice (school, major)	15.2%
Writing application essays	10.4%
Taking tests (ACT, SAT)	10.3%
Completing applications	7.3%
Information overload	6.0%
Overall academic preparation	5.3%
Applying for financial aid	4.9%
Pleasing my family	3.8%
Other (rejection, distance, etc.)	2.8%
Deciding if college is right for me	2.8%
Worrying about fitting in	1.2%

Schools can directly affect these aspects

Schools can help guide students on these aspects

> " I wish the college admissions process was less intimidating and more open to students."

Source: EAB research and analysis.

Cost Is a Key Stressor for Everyone, but There Are Large Disparities

When we examine affordability, the foremost stressor for most students, distinct patterns emerge across demographic groups. Notably, first-generation and low-income students—groups that heavily overlap—stand out as the most affected, with over a third citing affordability as their primary source of stress during the college search process. This trend is echoed among transgender, nonbinary, Native American, and Hispanic or Latine students.

Zooming in on first-generation college students, members of this group often bear significant financial burdens, with many experiencing financial issues that impact their mental and emotional well-being.[1] The majority of these students come from households earning less than $50,000 annually, and a substantial portion must work while attending college to support themselves or their families financially.

A strong labor market, questions about the value of higher education, and recent changes to the FAFSA process likely exacerbate these challenges, potentially deterring more students from pursuing higher education and/or increasing the need for mental health support within these demographics.

Prevalence of Stress or Anxiety Related to College Affordability, by Demographic Characteristics
n = 5,776

Average: 29.3%

Demographic	Percentage
<$60k	35.5%
$60k-$120K	32.5%
$120k>	23.6%
First-Generation	34.9%
Non-First-Generation	27.6%
Native American	34.5%
Hispanic or Latinx	32.7%
White	29.7%
Black	29.6%
Asian	23.4%
Nonbinary	34.2%
Transgender	33.1%
Female	30.2%
Male	26.7%

Legend:
- Household Income
- First-Generation Status
- Race and Ethnicity
- Gender
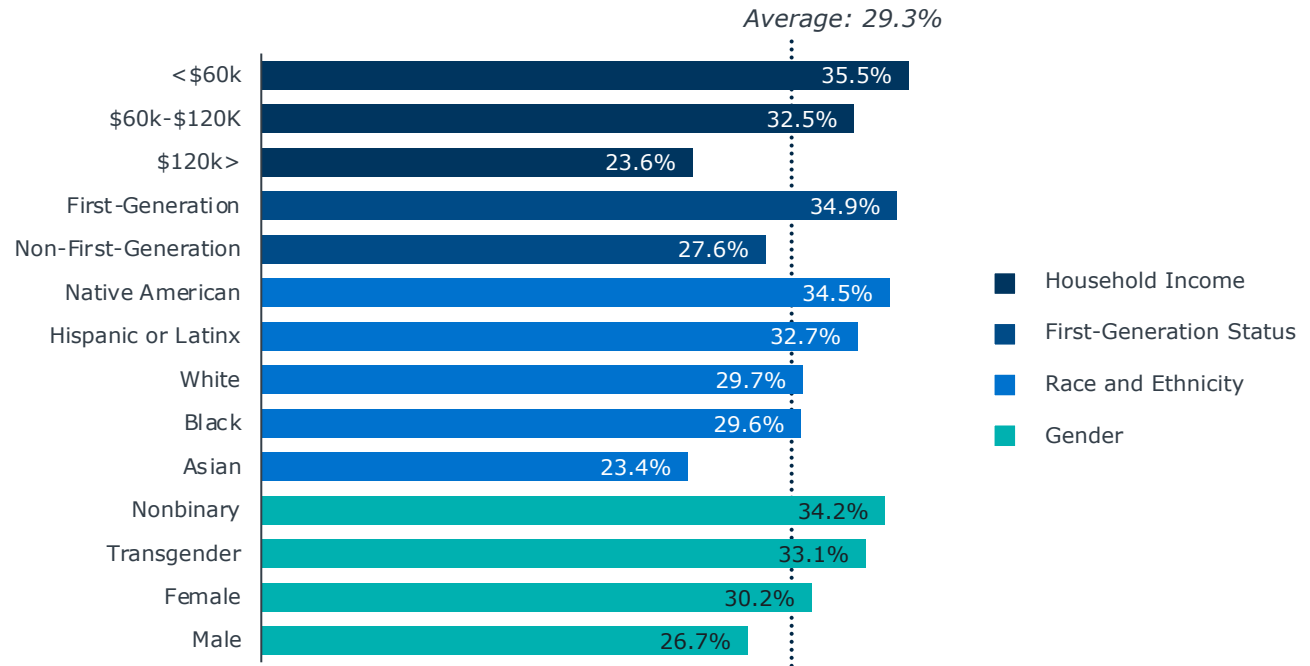
"Anxiety comes into play planning for college with our economy being the way it is. I'm lucky at 17 to be making $1,000 a month, which is barely enough for car insurance and other monthly expenses. If I can barely afford my needs now, how can I afford years of college?"

1) https://www.usnews.com/opinion/articles/2023-11-08/what-first-generation-college-students-really-need.

Source: EAB research and analysis.

Major Variation in Application Stress Across Demographic Groups

A closer examination of the stressors linked to the application process uncovers significant variations across demographic groups. While no significant differences emerge between first-generation and non-first-generation students or among students of different genders or income levels, distinct patterns emerge between race and ethnicity. For instance, Asian students are most affected by essay writing, a prominent nonacademic aspect of the application process, with 14.1% citing it as a major stressor. These students are also more affected by the overall demands of that process. For testing, Black students stand out, with 14.6% identifying it as a significant stressor.

If you want to ensure access to your institution and maximize conversion from interest to application, these results underscore the importance of tailoring the application process to your audience and their needs. Fortunately, these are areas where schools can directly intervene to alleviate stress. Mitigate these burdens and support students throughout the enrollment journey by offering targeted support (e.g., early application assistance) or altering policies (e.g., going test-optional).

Aspects of the Application Process Are Most Stressful or Cause the Most Anxiety During the College Search Process, by Race or Ethnicity
n = 5,776

Writing essays
- Native American: 7.6%
- Hispanic or Latine: 11.1%
- White: 8.7%
- Black: 11.0%
- Asian: 14.1%

Average: 10.4%

Taking tests (ACT, SAT)
- Native American: 9.2%
- Hispanic or Latine: 7.9%
- White: 9.2%
- Black: 14.6%
- Asian: 10.6%

Average: 10.3%

Completing applications
- Native American: 6.7%
- Hispanic or Latine: 6.0%
- White: 6.8%
- Black: 6.9%
- Asian: 10.3%

Average: 7.3%

Legend:
- Native American
- Hispanic or Latine
- White
- Black
- Asian

> "It makes me struggle through essays because whenever I sit down to write I have 5 other things bouncing around in my head. Planning for my future right now is intensely stressful, but I feel like if I don't have everything planned I'll mess up—riving me to obsess over my/others' statistics."

Source: EAB research and analysis.

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Mental Health's Role in Choosing a College

SECTION

4

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Programs Supporting Mental Health Influence Students' College Selection

Since mental health challenges can cause students to forgo college, it makes sense that access to support would be an important criterion used to judge schools. Overall, students in our survey rated the quality and availability of college mental health programs as moderately important. This consideration was revealed to be more critical than even distance from home, which, although students are traveling further and further, is important overall.

To put this in context, cost of attendance and other support programs (e.g., financial) topped the charts with both rated as very to extremely important (4.2 and 4.0), but we have seen elsewhere how those can affect mental health.

Once again, certain groups rated the availability of mental health support programs as even more essential to their college decision: transgender, nonbinary, female, Black, Native American, Hispanic or Latine, first-gen, and low-income students. Across groups, though, mental health programs are an important factor for many students. Therefore, investing in robust mental health support programs and effectively messaging them as integral to the overall college experience becomes a competitive advantage.

How important are a school's mental health support programs to your college decision?
Not at all important=1, Slightly important=2, Moderately important=3, Very important=4, Extremely important=5
n = 5,776

Average: 3.20

Group	Rating
Transgender	3.77
Nonbinary	3.70
Female	3.28
Male	2.77
Black	3.52
Native American	3.45
Hispanic or Latinx	3.38
White	3.08
Asian	3.03
First-Generation	3.44
Non-First-Generation	3.13
<$60k	3.42
$60k-$120K	3.16
$120k>	2.94

Legend:
- Gender
- Race and Ethnicity
- First-Generation Status
- Household Income
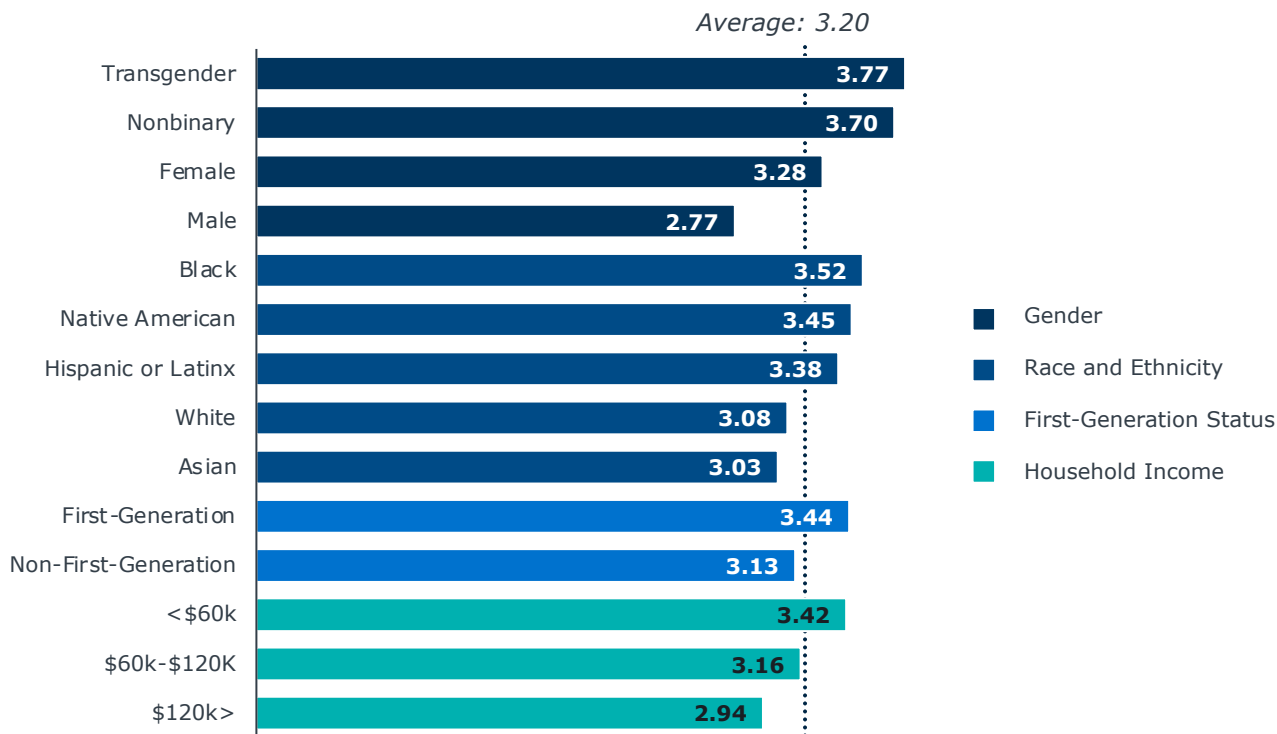
> " I wish they made it clear in their advertisements that colleges understand youth mental health challenges."

eab.com

A Diverse Landscape of Student Preferences for Mental Health Support

If a college providing and advertising their mental health supports is important, then what types of things are prospective students specifically looking for? Survey responses reveal a diverse array of support types that broadly fit into five categories: flexible policies, peer support, professional therapy, on-demand or crisis support, and education.

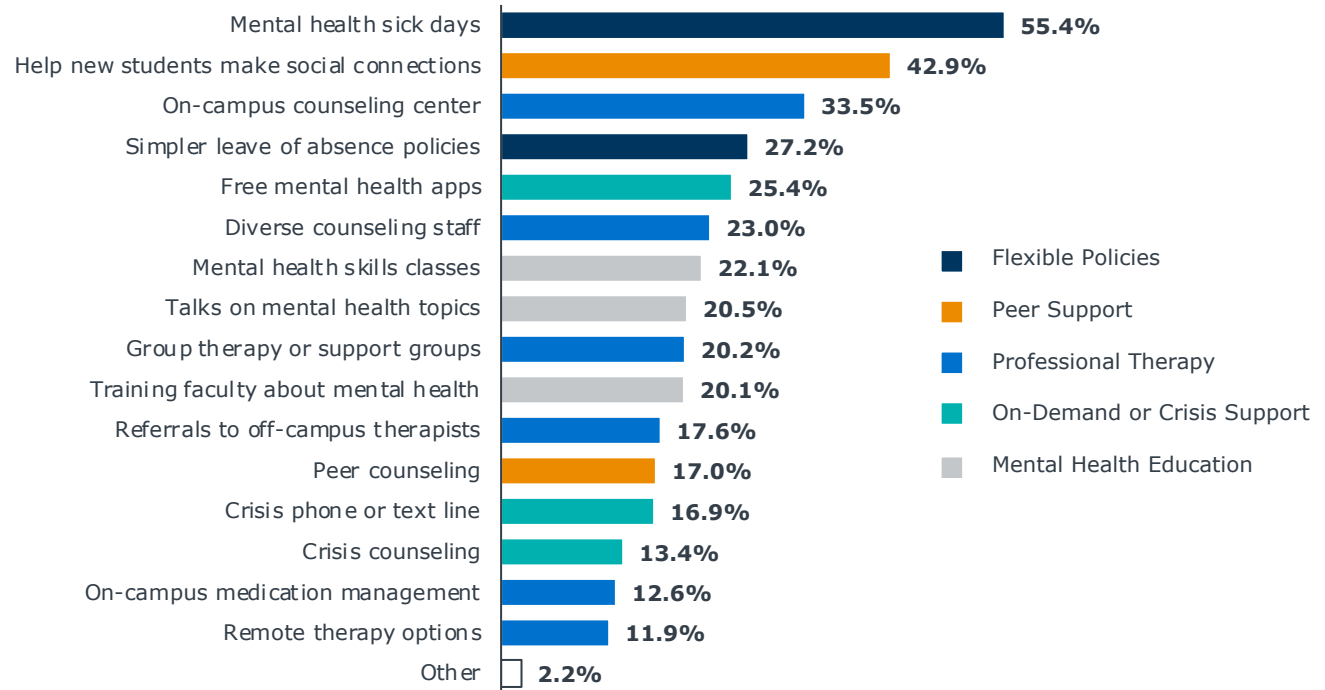While some preferences, such as mental health sick days, enjoy widespread agreement, students' needs vary widely across categories. Notably, professional therapy-related resources emerge as the largest category of desired supports, indicating significant demand for access to counseling services in various forms, albeit in different ways (e.g., on-campus, remote).

This variety of preferences dovetails with stepped care frameworks. These organize existing mental health and well-being support into escalating layers that connect students to the degree and type of care they need, while reserving individual counseling center appointments for the most acute issues.[1] Teletherapy and other technology solutions can help schools tailor support to each student's need.

What could colleges offer that would make you feel more confident going to college?
Select up to three
n = 5,776

Category	Percentage
Mental health sick days	55.4%
Help new students make social connections	42.9%
On-campus counseling center	33.5%
Simpler leave of absence policies	27.2%
Free mental health apps	25.4%
Diverse counseling staff	23.0%
Mental health skills classes	22.1%
Talks on mental health topics	20.5%
Group therapy or support groups	20.2%
Training faculty about mental health	20.1%
Referrals to off-campus therapists	17.6%
Peer counseling	17.0%
Crisis phone or text line	16.9%
Crisis counseling	13.4%
On-campus medication management	12.6%
Remote therapy options	11.9%
Other	2.2%

Legend:
- Flexible Policies
- Peer Support
- Professional Therapy
- On-Demand or Crisis Support
- Mental Health Education

Selected Responses from Those Citing "Other" for What Mental Health Supports Colleges Could Offer

"I want colleges to make you feel welcome, help you with questions you have, and be able to meet new people."

"Kind, supportive, faculty who care about making personal connections with students."

"Just like an option to have a teacher or an older college student to check in on you regularly."

"Training on how to help peers who come to you about a mental health issue."

1) https://eab.com/resources/blog/student-success-blog/your-role-in-student-mental-health/.

Source: EAB research and analysis.

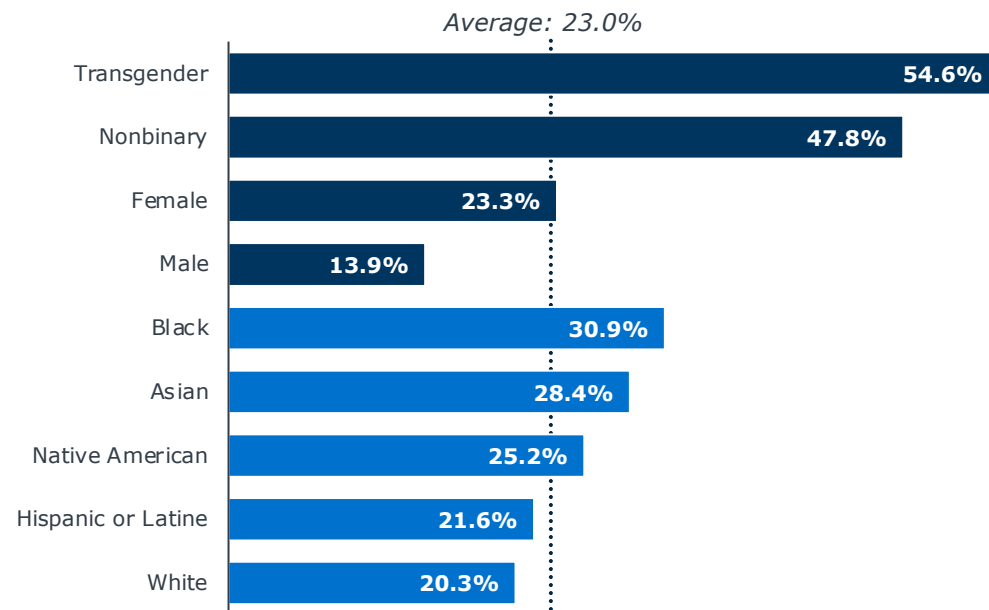# Meeting the Varied Needs of Students with Diverse Counseling Staffs

While ensuring a diverse range of services is essential, digging into the demographic variation within the types of mental health support students desire shows that having counselors who reflect and understand the unique experiences of diverse student populations is equally important.

For many students, especially those who identify as transgender, gay, or Black, finding support from counselors who understand their identities is crucial. This underscores the importance of initiatives to foster inclusivity and support for all students, regardless of background. This is also reflected when we look at how different demographic groups responded to other types of supports, where larger proportions of trans and nonbinary students voiced a desire for most services, from diverse counseling staffs to simpler leave of absence policies.

However, addressing this need poses challenges, particularly amidst the broader staffing crisis in higher education and geographic constraints. Strategies such as staff training in cultural competence can help, as well as leveraging teletherapy and other technology-based solutions to provide a more diverse pool of therapists.

Colleges That Offer *Diverse Counseling Staff* **Would Make You Feel More Confident About Going to College, by Gender, Race and Ethnicity**

n = 5,776

Average: 23.0%

Transgender	**54.6%**
Nonbinary	**47.8%**
Female	**23.3%**
Male	**13.9%**
Black	**30.9%**
Asian	**28.4%**
Native American	**25.2%**
Hispanic or Latine	**21.6%**
White	**20.3%**

> **Culturally Competent Care**
>
> "Cultural competence for providing care to trans and non-binary students is extremely important at universities and that takes continued training and reflection with staff particularly advising in Mental Health Care staff."
>
> *Dr. Eric K. Layland*
> *Assistant Professor, University of Delaware*

Source: EAB research and analysis.

EAB

Barriers to Mental Health Support and Opportunities for Outreach

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Overcoming Barriers to Mental Health Support for High School Students

Despite the increasing prevalence of mental health challenges among high school students, only 42% report receiving all the help they need, indicating a significant gap in care. Grasping the barriers that hinder high schoolers from accessing mental health support is crucial for speaking to their needs effectively.

Embarrassment, affordability, and ignorance about where to seek help emerge as the top barriers preventing students from accessing support. While concerns about the efficacy of therapy and therapist fit also exist, addressing the primary barriers is feasible from an enrollment marketing perspective.

As enrollment leaders, acknowledging and addressing these barriers can enhance your institution's appeal to prospective students. By openly discussing available mental health services, addressing affordability concerns, and providing information on where to seek help (on or off campus), you can play a crucial role in bridging the gap in mental health support for high school students—all while improving your value proposition.

Which of the following statements best describes the mental health support you are getting at this time?

n = 5,776

- ■ I have all the help I need
- ■ I am getting some help, but not enough
- ■ I am not getting the help I need

What has gotten in the way of you receiving support?

Select all that apply

n = 5,343

I'm too embarrassed to ask for help	39.5%
Therapy is too expensive	35.8%
I don't know whom to ask for help	35.3%
I tried it and didn't find it helpful	19.2%
I can't find a therapist that I'm comfortable with	18.4%
I can't find a therapist that works logistically (schedule, location)	16.7%
Other	9.4%
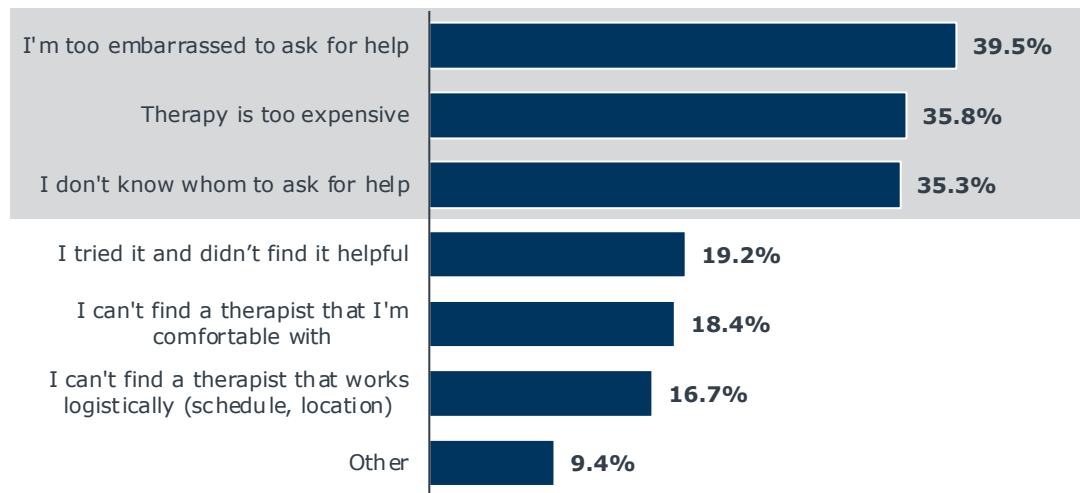
Major barriers you can speak to in your recruitment marketing

Source: EAB research and analysis.

eab.com

Harnessing Sources of Mental Health Information to Reach Students

Let's turn to where students currently seek mental health information and how schools can utilize these channels to effectively reach prospective students. The survey responses reveal a wide array of sources through which students obtain mental health information, ranging from friends or peers, family, web searches, teachers or counselors, social media, and therapists, which, while they are consulted less than other sources, aid almost a quarter of teens seeking professional support.
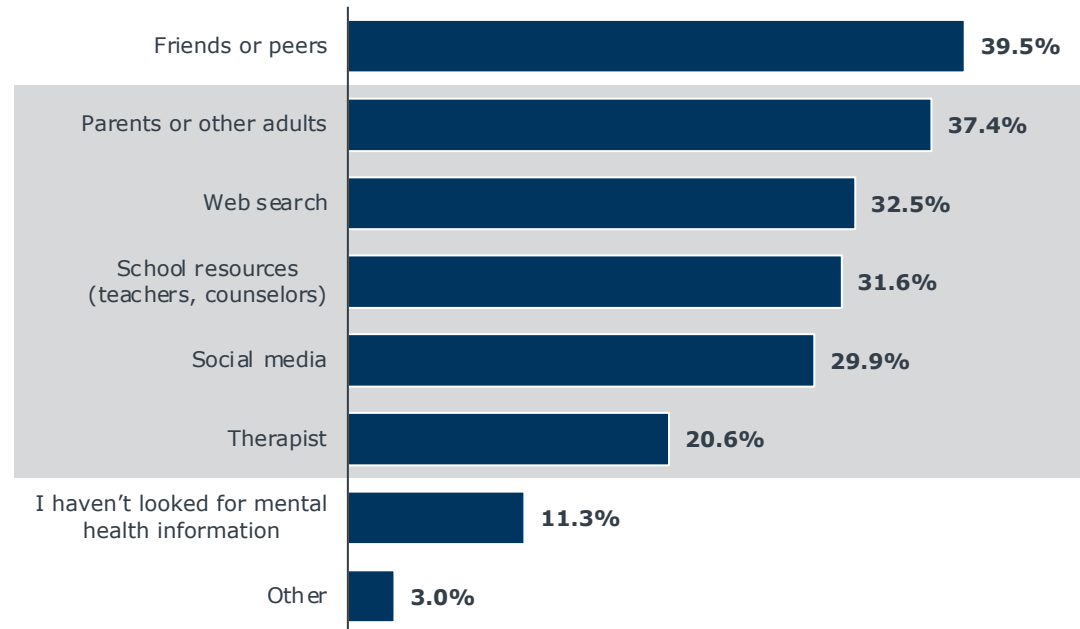
Most of these sources offer schools the opportunity to engage in some way—to demonstrate empathy for the challenges high schoolers face and raise awareness about the mental health resources a school can offer, thereby honing a competitive advantage in the enrollment market. By making relevant information easily accessible on school websites, college search sites, and career readiness platforms, as well as at campus visits and college fairs, schools can ensure they reach students directly. Additionally, providing information to parents and high school guidance counselors can inform those sources for prospective students, further expanding outreach efforts.

Where do you currently get your mental health information?
Select all that apply
n = 5,776

Source	Percentage
Friends or peers	39.5%
Parents or other adults	37.4%
Web search	32.5%
School resources (teachers, counselors)	31.6%
Social media	29.9%
Therapist	20.6%
I haven't looked for mental health information	11.3%
Other	3.0%

Diverse and popular sources, providing ample opportunities for schools to share information via their marketing materials.

Channels That Can Tap into These Sources

- **School Website:**
  Provide comprehensive information about mental health resources on your *.edu*.
- **College Search Websites:**
  Showcase mental health support offerings to prospective students on sites like *Appily.com*.
- **College/Career Preparedness Platforms:**
  Ensure mental health resources are accessible to students, parents, and high school counselors on platforms such as *Naviance*.

- **Community-Based Organizations:**
  Collaborate with local organizations and programs such as *College Greenlight* to reach students and families.
- **Recruiting Events:**
  Host events where mental health support can be discussed and promoted, whether during campus visits, college fairs, or webinars.
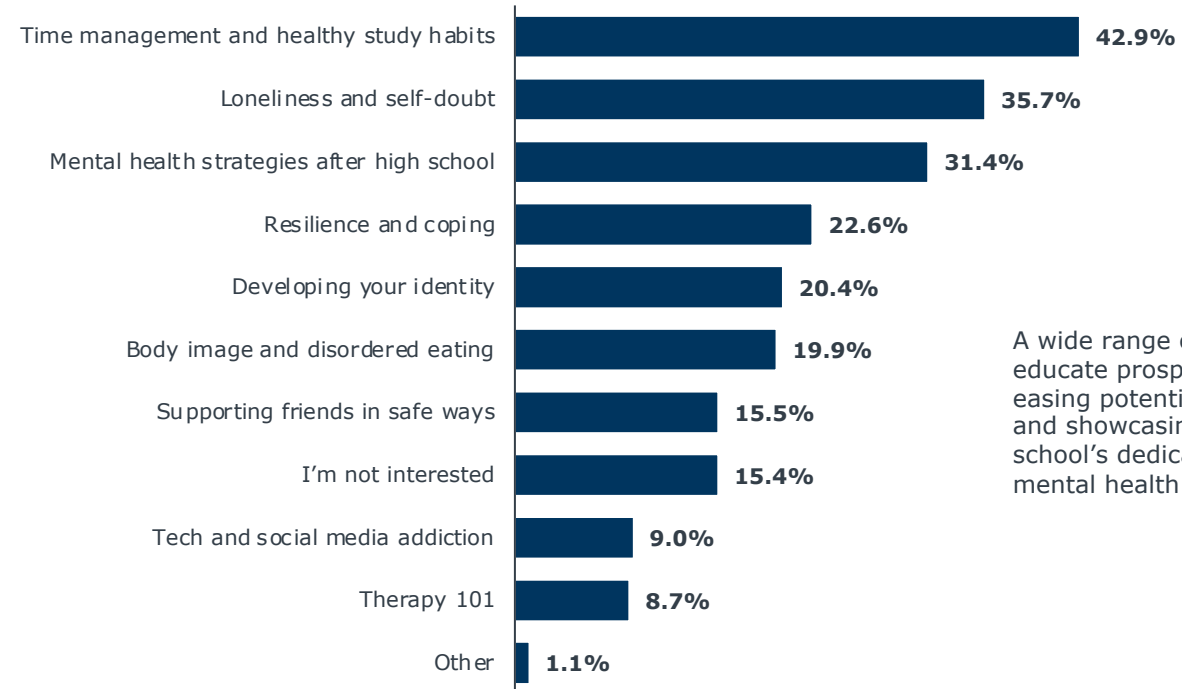
Source: EAB research and analysis.

Fold Mental Health Support Directly into Your Recruitment Marketing

Let's turn our attention to a particular approach that could allow you to provide services directly to prospective students: hosting webinars featuring therapists. This is not a common practice, but there is evidence that it would be a tremendous attractor for students. While it would be prohibitively expensive to extend all therapy services to every prospective student, recruiting events centered on your school's therapists providing psychoeducation on an array of topics could provide a valuable service at little cost.

Now, let's explore the topics that high schoolers would most like to hear about from therapists in a webinar. According to the survey, the three topics that garnered the most interest are time management, loneliness and self-doubt, and mental health strategies after high school. These findings shed light on the specific concerns and challenges that high schoolers are grappling with, highlighting areas where they seek guidance and support. Hosting webinars on these topics could not only provide valuable insights and strategies but also serve as a powerful recruitment tool for schools looking to connect with today's prospective students.

Which topics would you most like to hear about from a therapist in a live webinar?
Select up to three
n = 5,776

Topic	Percentage
Time management and healthy study habits	42.9%
Loneliness and self-doubt	35.7%
Mental health strategies after high school	31.4%
Resilience and coping	22.6%
Developing your identity	20.4%
Body image and disordered eating	19.9%
Supporting friends in safe ways	15.5%
I'm not interested	15.4%
Tech and social media addiction	9.0%
Therapy 101	8.7%
Other	1.1%

A wide range of topics to educate prospects on, easing potential stressors and showcasing your school's dedication to mental health support.

Selected Responses from Those Citing "Other" for What Topics They Most Want to Hear About in a Webinar

"All of the above. I want to know as much as possible. Maybe even resources to use."

"Learning how to approach people and ask for help."

"How to deal with mental health when surrounded by people who have toxic ways of thinking (even if they have good intentions)."

"How to make well informed decisions that strike a healthy balance between happiness and reliability."

Source: EAB research and analysis.

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